Massachusetts General Hospital
School of Nursing
1977-1979

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THE SECOND HUNDRED YEARS

The Massachusetts General Hospital School of Nursing began its second century of service in 1973. Established in 1873 as the Boston Training School, it was one of three built on the tenets of Florence Nightingale. It is the only one remaining today, and is the oldest nursing school in the country.

The School has seen nursing change substantially in one hundred years. And the changes have been due largely to the energies of many determined individuals who contributed much of themselves to the students, the patients, the School, and as a result, to the field of nursing. Significantly, the graduates of the MGH School of Nursing have made impressive contributions throughout the world to related fields of health care.

The Massachusetts General Hospital School of Nursing regards its reputation with pride, yet energetically continues its demanding role of preparing men and women for the fast-changing profession of nursing in society today. It is this sense of responsibility to the future, perhaps, that causes many to regard the centennial as a commencement. For there is much work to be done.

A CAREER IN NURSING

The role of today's nurse continues to expand dramatically to embrace a wide range of responsibilities toward patients, clients, and their families. Nursing in the 70's includes human relations, psychology, sociology, and group dynamics as well as anatomy, microbiology, chemistry, pharmacology, and surgery. Preparation for this challenging and rewarding profession is more demanding than ever before. Requirements and challenges of a career in nursing are accompanied by unique rewards. Most nurses cite first the satisfaction from mastering and practicing skills which directly help those who are suffering. A nurse's personality and ability to relate to people and their emotional needs is frequently as important as his/her medical knowledge and skills. Opportunity for advancement, through further experience and education, also makes nursing an attractive profession. More and more, nurses choose to specialize in a particular area of medical and surgical nursing, often assuming major administrative responsibilities as they coordinate and direct the efforts of other health workers. The growing importance of the nurse's role in overall health care is being reflected in growing salary and other working benefits, while the profession continues to offer traditional advantages of career mobility.

CHOICE OF SCHOOL

The choice of a school of nursing today should be made only after careful consideration of the many different educational programs now offered. Courses of study range in length from 12 months, required for practical nursing, to two, three, four, or more years for registered nurses. Nursing education programs include the two-year course leading to the Associate in Nursing Degree offered by junior/community colleges, two-to-three year programs conducted by hospitals leading to a Diploma in Nursing, and programs offered by colleges and universities leading to the Bachelor of Science Degree, usually four years in length. All entitle the graduate to take the examination of the Board of Registration in Nursing to secure his/her licensure as a nurse.

Distinctive characteristics of schools include the curriculum plan, clinical and academic resources and facilities, the learning environment, the size and the nature of the school's setting, student services and activities programs, costs and accreditation status.

Before making a choice, each applicant must analyze carefully both his/her own goals, as well as the school's resources and the types of environment which will best support and enhance his/her interests and maturation. An individual whose goal is to learn to give direct care to patients in hospitals and clinics, for example, will probably find the junior/community college plan most suitable. Some seeking maximum contact with patients might choose a diploma school.

An individual wishing to begin nursing contact with patients as soon as possible will choose between the junior/community college and diploma school plans. If a career in public health nursing, or a general education combined with nursing, or specialization in a clinical field is sought, then the baccalaureate degree program is indicated.

As nursing is practiced in different settings and has become increasingly specialized and demanding in terms of judgement and level of skills, a baccalaureate or advanced degree in nursing has also become a requirement for certain professional positions. Moreover, continuing education to maintain, enhance or develop proficiency in nursing skills and areas of specialization is essential for graduates of all types of programs in recognition of the nurse's accountability to his/her patients and clients.

Nursing schools today expect young men and women to have proven ability for study beyond high school, effective work methods, and the readiness to apply themselves seriously to the challenging and rewarding process of learning the skills which lead to a nursing career. As in other types of education, the expenses of nursing preparation continue to rise. While financial aid is available to qualified students in most schools, it is wise to have reasonable assurance that the costs of tuition, maintenance, and other fees for the entire program can be met by the individual's resources.

MASSACHUSETTS GENERAL HOSPITAL

The Massachusetts General Hospital, the third-oldest voluntary, non-profit hospital in the United States, and the oldest in New England, was incorporated in 1811 and admitted its first patient in 1821. Since then, its doors have remained open to the public day and night. Its purposes today likewise remain unchanged: to care for the sick; to educate and train the medical professionals who give the care; and to conduct programs of research into the causes of disease. The MGH professional staff is composed of experts in the different branches of medicine and its laboratories are directed by recognized authorities in their fields.

A teaching hospital of the Harvard Medical School, MGH is also affiliated with Massachusetts Eye and Ear Infirmary and the Shriners Hospitals for Crippled Children, Burns Institute, Boston Division. The McLean Hospital, MGH's Psychiatric Division, is located in nearby Belmont. On any given day, the 1,090 hospitalized patients at Massachusetts General Hospital are cared for by 1,012 active staff physicians, 693 house staff members and clinical and research fellows, 900 graduate registered nurses and 170 licensed practical nurses.

PHILOSOPHY

We believe that:

Nursing is a humanistic service based on the principles of the biological, physical, and behavioral sciences, which strives to assist individuals and families in the optimum use of capabilities to maintain health. It provides physical and psychological care during illness, stress, dying, and grief.

Nursing involves dependent, independent, and interdependent functions in the health care system. The nursing process is the ability to assess situations, make decisions, develop, implement, and evaluate a plan of comprehensive care. Nursing encompasses health education and accountability in all practice settings and has the responsibility to widen its specialized base of knowledge through appropriate research technique.

Students selected should be qualified and have academic potential, interest in nursing, and motivation to grow personally and professionally.

Education is a continuous process directed toward developing increased ability to reason, communicate, master skills, make relevant judgements, and evaluate learning experiences. Education involves mutual inquiry by teacher and learner which can reflect and criticize and stimulate change.

Learning is a dynamic growth process, both cognitive and affective, which occurs at different rates within each learner. Learning is enhanced when there is recognition of and respect for diversity of interests, personality, self-concept, intellectual growth, and personal experience.

Learning is fostered when the student actively participates in learning experiences which are planned to occur in a definite progressive sequence, based on previously acquired knowledge and which result in acquisition of meaningful predetermined goals. Learning experiences should be based on readiness to learn, needs, interests, and levels of achievement. Learning is fostered when the student has the freedom to question, explore, share, and evaluate his/her learning experiences.

The faculty is committed to a concern for student welfare and provides an atmosphere which enhances student learning, embracing aspects of personal and professional growth. The faculty has the responsibility for the planning and direction of learning experiences with consideration of individual needs and goals within the program. In fulfilling this responsibility, the faculty works with designated members of the health team and allied services within the Hospital and the community to use most effectively the available resources. Faculty members have specialized knowledge and skills within their area of expertise and have a commitment to continued acquisition of knowledge in nursing, education, and areas of specialization.

The diploma program in nursing offers (1) diversity of clinical nursing experiences, (2) availability and accessibility within the major learning center of a variety of patient services, (3) opportunity for a collaborative relationship with representatives of the health team, (4) early and ongoing patient-contact experience with opportunity for guidance and growing independence to care for individuals and groups of patients through utilization of the nursing process.

THE SCHOOL OF NURSING

Accreditation

The School of Nursing is approved by the Massachusetts Board of Registration in Nursing. In 1938, the School was surveyed and fully accredited by the National League for Nursing Education. In 1963, 1968 and 1974, it was again surveyed and accreditation was continued by the Accrediting Service of the National League for Nursing.

The opportunities offered by a large metropolitan area general hospital with over 1,000 beds assure broad learning experiences for students. The Massachusetts General Hospital and other organizations with which the School is allied offer extensive clinical resources and provide a diversity of situations in which plans are made for students to observe or actually participate. The Hospital has facilities for instruction in nursing care for men, women, and children with medical or surgical conditions. The Clinics, with a daily average of about 1,000 patients, provide unique opportunities for gaining experience in the care and rehabilitation of ambulatory patients.

Because of the relationship of the Hospital to the Harvard Medical School and Massachusetts Institute of Technology, and because of the large amount of research and the diversity of teaching programs conducted within the Hospital, all services provide maximum educational opportunities.

In addition to field trips for observation, all students go to McLean Hospital or to other agencies for clinical experience in mental health nursing and to the Boston Hospital for Women for clinical experience in maternity nursing under the guidance of instructors from the home school. The classes in mental health and maternity nursing are taught at MGH.

The Massachusetts General Hospital and the cooperating agencies where the students learn maternity and mental health nursing are accredited by the Joint Commission on Accreditation of Hospitals.

Physical Facilities

Within the Hospital and School residences there are nine classrooms and five laboratories for the exclusive use of the School. Two laboratories are equipped for the teaching of the sciences, and three for developing specific nursing skills. Various amphitheatres and conference rooms are also available, some in the clinical area where ward teaching conferences are held and where students may study and use special ward records.

The Palmer-Davis Library in the School of Nursing contains approximately 10,000 volumes including 200 periodical titles. A reading room composed of professional texts and journals is located at the 20 Charles Street residence. Students also have full access to the Warren Library, a patients' library of 10,000 volumes, and the Hospital's Treadwell Library of 34,420 volumes and 712 periodicals for special projects and papers.

Expanded Library services include the addition of audio visual media to the School Library for student and faculty use. Such equipment provides the student with opportunity for assuming some independent responsibility for makeup and review of class materials as well as for self-directive study.

Housed in the Library is also a media production center to assist the faculty and students with developing instructional materials for School use. Such materials are eventually included in the Library collection for use by other students and faculty.

Faculty

The teaching staff of the School of Nursing includes a large full-time faculty which is augmented by professional personnel from many areas within the Hospital. Over sixty faculty members allow for an

instructor/student ratio of one to six. The breadth of background and experience of the faculty is indicated by the fact that diplomas and degrees held by faculty members represent more than 20 different schools of nursing and more than 30 different colleges and universities in various parts of the country and Canada.

ADMISSIONS

The nursing profession calls for a variety of skills and aptitudes and offers a multitude of opportunities for different kinds of service. During the educational period, students learn much from each other as well as in the classroom and clinical laboratory. For these reasons, the Committee on Admissions selects a carefully balanced group of approximately 130 students whose abilities, interests and experience are complementary and who individually show promise of personal fulfillment and potential contribution in our particular program as well as to the nursing profession. Selection is based on evaluation of academic, personal, physical and motivational qualifications.

Courses of study in The School of Nursing require students to demonstrate the following:

1. Skills of effective, oral and written expression, e.g. analysis, research, organization, and composition techniques.
2. Specific reading and study skills necessary for comprehension and retention of content material.
3. Basic arithmetic and algebraic computation skills.
4. Skill in employing the tools of deductive and inductive reasoning.
5. Beginning skill in the scientific techniques of collecting and verifying data and usage of laboratory materials and equipment.

Since the number of applications far exceeds the available appointments, admission is competitive and the School reserves the right to select those candidates who appear, in the judgement of the faculty, to be best qualified for the School program. Since applications are processed as received, applicants are encouraged to apply at the end of their junior year or early in their senior year.

Educational experiences and services are offered to all students on an equal basis. The Massachusetts

General Hospital School of Nursing endeavors to ensure equal opportunities to all students in the program. In implementing policies, the School follows the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Act of 1972, and the Higher Education Act of 1976. Students are welcomed to address their questions or concerns related to sex discrimination to the designated Title IX Coordinator.

Massachusetts General Hospital School of Nursing does not discriminate in selection on the basis of race, creed, color, sex, age, disability or national origin.

The factors considered in evaluating each applicant include:

1. Secondary school record and other educational transcripts.
2. Ability and preparation as measured by the Scholastic Aptitude Test and the English and Level I Mathematics Achievement Tests of the College Entrance Examination Board. (While it is not required, applicants are encouraged to take the English Composition Test with Essay offered on the December test date.)
3. Three references from teachers, employers or other qualified persons.
4. Personal essay of the applicant.
5. Health record.
6. Interview.
7. Personal qualifications such as intellectual and emotional maturity and the motivation for self-actualization.

Application for Admission
All candidates must complete the application form provided by the School. A $20 non-refundable fee must accompany the application. Acknowledgement and appropriate forms and directions will be sent on receipt of the application. Decisions on appointments are made throughout the year as soon as credentials are completed, and applications will be accepted as long as there are places available in the entering class. Applicants who have fulfilled the entrance requirements may apply at the end of their junior year or early in the senior year and may be given an early decision contingent on satisfactory completion of the senior year.

Special Consideration
Men and women with exceptional backgrounds: age, years and kind of employment, military service, marriage and child rearing are encouraged to apply for special evaluation of credentials. Special consideration may be given to unique life experience as a basis for entrance to the School. A high school equivalency certificate in lieu of a high school diploma may be considered.

L.P.N.
In addition, the School will admit a limited number of Licensed Practical Nurses who have satisfactorily completed a program and who have demonstrated initiative and growth in an acceptable work situation of one or more years. They may be offered some exemption in Nursing Theory and/or Clinical Nursing experience.

Open Curriculum Concept

The faculty of the School of Nursing supports the NLN's concept of an open curriculum in nursing education which takes into account the different purposes of the various types of programs while recognizing common areas of achievement. Such a system permits student mobility in light of ability, changing career goals, and changing aspirations as well as requiring clear delineation of the achievement expectation of nursing programs. It recognizes the possibility of mobility from other health related fields.

High School Preparation

Graduation from an approved secondary school with satisfactory completion of a college preparatory curriculum is recommended. A minimum of sixteen units corresponding to four major academic subjects each year must be completed. A unit is defined as a standard year's work in a full credit subject. Specific subject requirements are:

English, 4 years	4 units
Mathematics, 3 years (2 years of Algebra and 1 year of Geometry or the equivalent)	3 units
Foreign Language, recommended	2 units
History or Social Studies, 2 years Social Studies (History, Current Issues, Sociology, Problems of Democracy)	2 units
College Preparatory Biology, 1 year	1 unit
College Preparatory Chemistry, 1 year	1 unit
Elective	3½ or 3 units
	16 units

Recommended electives include an additional science, a fourth year of mathematics, social studies, and/or a third year of language.

Substitutions are not accepted for any of the required courses. Specifically, Business Mathematics, Bookkeeping or Hospital Mathematics may not be offered in place of the mathematics courses listed. Physics may not be substituted for Chemistry, nor General Science for Biology. Nurses' Chemistry or Nurses' Biology are not usually approved. Latin and a modern language are both acceptable. Preference is given to those applicants who rank in the upper third of their class. Choice of curriculum or "track" honors and advanced placement courses, and the manner in which class rank is computed are given appropriate weight.

Credit is not given for a "D" or a failure in a course. To be counted for full credit, the final course grade should be 10 points above the School's passing grade.

Course Exemption or Transfer

Students may request exemption from some or all of the learning experiences of a course on the basis of level of skills, knowledge, and competency, as well as previous course experiences. Students wishing to apply for course exemption will contact the course chairman who then initiates with the coordinator evaluative measures to determine the student's eligibility for exemption. Application for exemption shall be made well in advance of anticipated enrollment in a course to allow sufficient time for the necessary evaluation procedures. For entering freshmen, a minimum period of two months in advance of anticipated enrollment is suggested.

Students receiving an exemption from an entire course or portions of courses are charged only for those courses or portions of courses in which they are enrolled according to the charges established for each course. There are service fees for course exemption applications.

Applicants who enter from college must satisfy the requirements listed for high school graduates, but these requirements may be met by a combination of high school and college courses.

Transfer credit for college work or study in nursing education programs will be considered on an individual basis.

Students applying for transfer from other schools of nursing will be evaluated individually, and they must have met the course requirements of this School of Nursing before being considered. The faculty assumes the responsibility to determine the length of time the student must spend in this program in order to meet an eligibility criteria for graduation.

College Entrance Examination Board Tests

College Board scores are of value not only for admissions and guidance for this School, but for use in qualifying for postgraduate educational programs as well. The tests required are:

Scholastic Aptitude Test
English Achievement
Level I Mathematics Achievement

It is recommended that these tests be taken by November and December of the senior year to ensure sufficient time for review of the completed application. Junior year test scores are acceptable.

The tests are given in November, December, January, February, April, May and June, and application to take the tests should be made about a month before the test date. Students should designate the Massachusetts General Hospital School of Nursing (Code Number 3513) as a recipient of the scores. Students who did not designate the School as a recipient when they applied for the tests, may write to the College Board requesting that scores be sent to this School.

Detailed information about the tests may be obtained from most secondary schools or from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles, California for western residents.

Health
A physical examination report on the form provided by the School and subject to approval by the School Physician, is required of all applicants before appointment to the School. Applicants who live in the vicinity of the School may arrange individually to be examined by the School Physician as private patients if they so desire. Applicants accepting appointment to the School are required to have completed a series of inoculations and to have submitted dental statements prior to Freshman Registration. Specific information regarding the above is provided to all incoming freshmen. Applicants with disabilities which may interfere with the study or practice of nursing will be given individual consideration.

Interview
A personal interview with the Officer of Admissions is required for all applicants who live within a reasonable distance of the School. Appointments for an interview will be made when the applicant's record is nearly complete. Interviews cannot usually be arranged for Saturdays, Sundays or holidays. An alumni regional representative will interview applicants who live beyond a day's round trip from Boston. So far as possible, student guided tours will be provided on the day of interview for applicants who have not previously visited the School. An Open House is scheduled in the spring for entering students and a detailed discussion of the educational program of the Massachusetts General Hospital School of Nursing is presented. There is opportunity to meet with faculty and students.

Geographic Distribution of Students

	Class of 1977	1978	1979
Massachusetts			
Greater Boston	31	35	38
Outside Greater Boston	42	48	53
Maine	4	2	1
New Hampshire	1	3	1
Connecticut	9	11	9
Rhode Island	5	4	2
Vermont		1	1
New York	8	8	7
New Jersey	3	4	4
Pennsylvania	2	1	1
Maryland		1	
Kentucky	1		
Florida	1		1
Tennessee	1		

	Class of 1977	1978	1979
Ohio			1
Michigan		1	1
Illinois	3		
Indiana			2
Colorado	1	1	1
New Mexico		1	1
Texas			1
Iowa		1	
Nebraska			1
Oregon		1	2
California	4	2	
Hong Kong		1	
Norway			1
Haiti		1	

DIRECT COSTS PAID TO THE SCHOOL OF NURSING FOR THE 1977-78 ACADEMIC YEAR.

	First Year	Second Year	Third Year
Tuition	$1400.00	$1400.00	$1200.00
Fees	215.00	230.00	255.00
Room*	600.00	600.00	600.00
Manuals	19.50	—	—
Key Deposit	5.00	—	—
Health Insurance**	240.00	240.00	240.00
	$2479.50	$2470.00	$2295.00

*Room costs do not include periods of vacation such as: Christmas, New Year's and the summer vacation period. A room in the residence is not available during these periods.

**Cost for student health insurance is added to the bill for those students not covered under a family or individual plan. Health insurance is required of all students.

The School reserves the right to change any costs to students, should conditions warrant it.

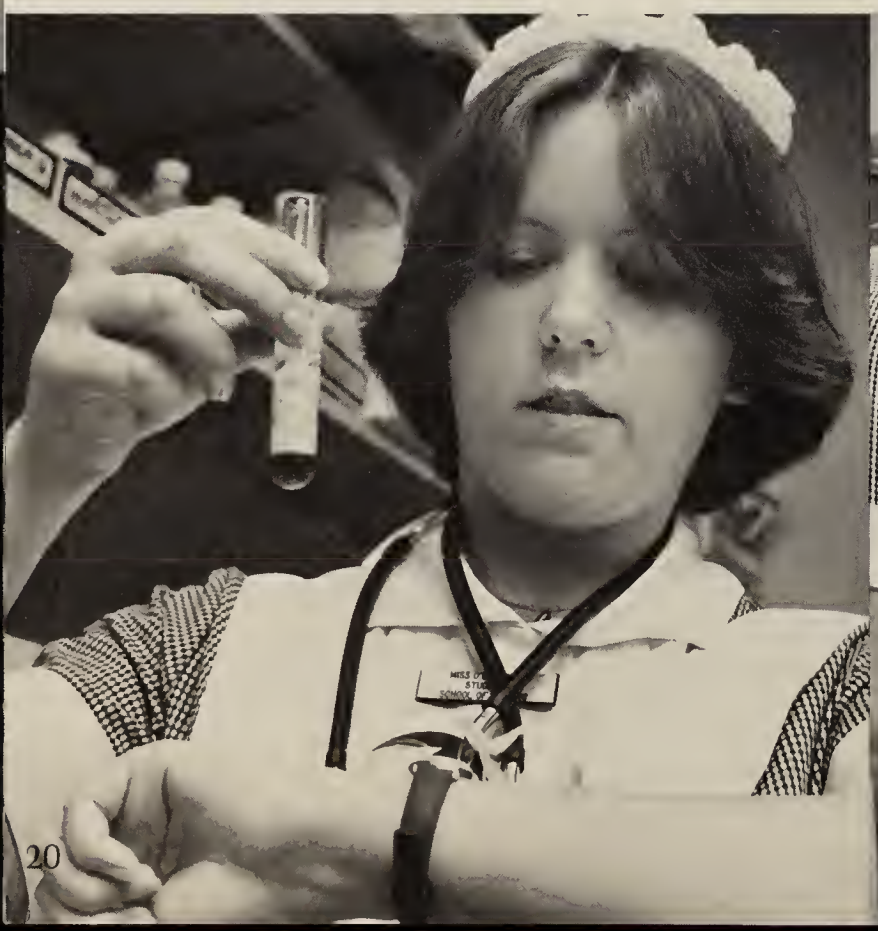
Students are billed for the above-mentioned costs under a two-term prepayment plan, approximately one-half due during the September registration period, and the remainder during the mid-year registration period.

NON-DIRECT COSTS (ESTIMATED) that should be anticipated in planning:

1977-78	First Year	Second Year	Third Year
Recommended Textbooks	$150.00	$ 56.00	$ 14.00
Uniforms	152.50	—	$100.00 (graduation pin & uniform)

Meals*	Approximately $20/wk.
Personal and Transportation*	Approximately $15/wk.

*These costs vary with the needs and habits of individual students.



Certain additional charges may be necessary for some students to take or repeat a course, charges will be based on the individual cost of the class and/or clinical laboratory. Specifically scheduled examinations and tutoring services are an added expense. There are service fees for course exemption application.

Students who have not met financial obligations on specified dates, and who have not made further specific payment plans approved by the Student Financial Aid Officer, will not be permitted to continue in the learning experiences offered by the School, or to use the resources and facilities of the School. Transcripts, letters of reference, and diplomas are provided only for those who have met all financial obligations.

Withdrawal/Refunds

Students who withdraw from the program during the first ten weeks of a term are entitled to refunds. Refunds are subject to a $100.00 deduction for an administrative fee which is subtracted from the total charges for the term (exclusive of the costs of Blue Cross/Blue Shield). The refund is then based on a percentage of the remaining balance. Students who are due a refund will receive payment within two weeks after they have notified the Financial Aid Officer. Refunds are based on the following schedule:

First Week:	100%	Sixth Week:	25%
Second Week:	80%	Seventh Week:	20%
Third Week:	60%	Eighth Week:	15%
Fourth Week:	40%	Ninth Week:	10%
Fifth Week:	30%	Tenth Week:	5%

No refunds are made if withdrawals occur after the tenth week of the term.

FINANCIAL AID

Purpose

The purpose of the School's financial aid program is to provide financial assistance to students who, without such aid, would be unable to pursue an education at Massachusetts General Hospital School of Nursing.

Policy of the Financial Aid Committee

Financial aid is awarded to eligible applicants based solely on financial need. Financial need is determined by subtracting the family's total resources available for education from the total yearly cost of attendance at the Massachusetts General Hospital School of Nursing.

If a family's total resources available for education does not exceed the direct costs of attendance (tuition, fees, room and health insurance), the student applicant will be considered for grants and low interest loans to assist the family to cover these costs. In order to assist the family to meet the non-direct costs of attendance, the student may be eligible to participate in a work program and/or the Guaranteed Student Loan Program.

If a family's total resources available for education exceeds the direct costs of attendance, the student applicant may be eligible to participate in a work program and/or the Guaranteed Student Loan Program.

A family's total resources available for education from income, assets, and/or outside sources are determined by a need analysis system approved by the U. S. Commissioner of Education. The family of a student is expected to make a maximum effort to assist the student with educational expenses, and assistance from the School of Nursing and other sources should be viewed only as supplementary to the efforts of the family. Because funds are limited, applicants cannot anticipate receiving aid beyond their direct School costs.

Application Procedures

A. The application procedure must be completed annually in order for the student to be considered for assistance for each academic year.
B. The following forms must be submitted to the School of Nursing Financial Aid Office by April 30th of the year prior to attendance:

1. The School of Nursing Financial Aid Application.
2. A notarized copy of Parents' and/or Student's Income Tax Form 1040 for the calendar year prior to attendance.

NOTE: Please submit items 1 and 2 together.

C. The following forms must be submitted to the appropriate addresses by March 1st of the year prior to attendance:
   1. Financial Aid Form (FAF)—The FAF is a financial statement which must be completed by both parents and the student applicant. The Massachusetts General Hospital School of Nursing Code # is 3513 and must be indicated on the FAF before it is mailed to the College Scholarship Service. Massachusetts residents are encouraged to apply for the Massachusetts State Nursing Scholarship Program, and should indicate the code #0558 on the FAF.
   2. Basic Educational Opportunity Grant (BEOG)—Within six weeks after the BEOG Application is mailed to P.O. Box B, Iowa City, Iowa, 52240, the applicant will receive a Student Eligibility Report (SER). The SER must be forwarded to the Financial Aid Office by April 30th.

NOTE: Applicants may be able to apply for the BEOG through the Financial Aid Form (FAF), thus eliminating the BEOG Application. The FAF should be carefully reviewed for this option.

D. Availability of Forms

1. Incoming Students

School of Nursing Financial Aid Application – Accepted applicants will automatically receive a Financial Aid Application if indicated on the Admission Application.

Income Tax Form 1040 or 1040A – Applicants and/or parents should make a photocopy of the original form that is sent to the Internal Revenue Service, and have it notarized.

FAF and BEOG – These forms are available at the local high school guidance office, college financial aid office, or the School of Nursing Student Financial Aid Office.

2. Continuing Students

The School of Nursing Financial Aid Application, FAF and BEOG Application are all available at the Student Financial Aid Office.

Income Tax Form 1040 or 1040A – Applicants and/or parents should make a photocopy of the original form that is sent to the Internal Revenue Service, and have it notarized.

E. When all items in B and C are received by the Student Financial Aid Office, the applicants will be notified.

F. Applicants accepted after the above dates, should file forms as soon as possible. Late applications will be considered if funds are available.

Programs Available to Students Who Enroll at the School of Nursing

Financial assistance consists of scholarships/grants, loan, and employment which may be offered to students singly or in various combinations. The total amount of financial assistance offered a student by the School and by other sources shall not exceed the amount of financial need, according to the School's budget. In cases where students receive substantial awards from outside sources, the Committee reserves the right to decrease awards made through the School.

The following aid programs are administered directly by the School of Nursing Student Financial Aid Office unless otherwise specified. Detailed information concerning each federal program's eligibility requirements and the rights and responsibilities of students participating in these programs is available in the back pocket of this catalog.

SCHOLARSHIPS/GRANTS (NON-REPAYABLE FUNDS)

Basic Educational Opportunity Grant (BEOG) – Entitlement grant administered by the federal government and processed by the School of Nursing.

Supplemental Educational Opportunity Grant (SEOG)—A program for students of 'exceptional' financial need who do not hold a bachelor's degree.

Nursing Student Scholarships (NSS)—A program for students of 'exceptional' financial need.

School of Nursing Scholarships—Various scholarship funds have been established by gift or endowment. Some funds have specific eligibility requirements established by the donor.

William C. and Jessie B. Cox Scholarship Fund—To assist students who have established financial need.

Martha McDowell Carpenter Scholarship Fund—To assist promising first year students who have established financial need.

Nancy M. Fraser (Class of 1914) Scholarship Fund—Established in her memory to assist students with emergency health problems while enrolled.

Scholarship Fund—Established by an anonymous donor to assist disadvantaged students who have established financial need.

The Memorial Scholarship Fund—Established in memory of the following alumnae and friends to assist students who have established financial need:

Anna M. Crotty, Class of 1930
Natalie McLean Keller
Lottie Potts Leland, Class of 1910
Harriet Willoughby Merriam, Class of 1970
Nancy C. Mitchell, Class of 1967
Dorothy Dayton Morgan, Class of 1945
Jessie M. Stewart, Class of 1935

Massachusetts General Hospital School of Nursing Alumnae Association Scholarships and Tuition Aid Gifts, established by the Alumnae, include: A Senior

Dinner Award, announced at the Senior Dinner; the Annual Alumnae Award, announced during Convocation; and several Tuition Aid Gifts.

LOANS (REPAYABLE FUNDS)

Nursing Student Loan (NSL)

A 3% educational loan with excellent cancellation benefits.

Guaranteed Student Loan Program or Higher Education Loan Program (HELP)

A 7% educational loan administered directly by a local bank, credit union, savings and loan association, or other participating lender.

Marian Moir West (Class of 1889) Loan Fund

To assist students with short term emergency loans of limited amounts, usually less than $100. These loans do not require a formal application and are administered at the time of need.

EMPLOYMENT

College Work Study Program (CWS) – Those students who are eligible to participate in the CWS Program will have an opportunity to earn a portion of their educational expenses as employees of the Massachusetts General Hospital or the School of Nursing.

Employment opportunities are sometimes available through Nursing Service of the Massachusetts General Hospital to students who are not eligible for the College Work Study Program.

NOTE: Students are encouraged to consider carefully the extent of their academic work load before seeking employment.

OTHER SOURCES OF AID

Veteran's Benefits

Veterans Readjustment Benefits Act of 1966 provides educational allowances to veterans honorably discharged after January 31, 1955 and before May 31, 1976, if they served on active duty more than 180 days. Generally, eligibility extends for ten years from date of separation. For further information, contact your local Veteran's Administration.

For more detailed information concerning Financial Aid Programs available at the Massachusetts General Hospital School of Nursing, consult the back pocket of this catalog and/or contact the:

Student Financial Aid Officer
Massachusetts General Hospital School of Nursing.
32 Fruit Street
Boston, MA 02114
(617) 726-3140

GENERAL INFORMATION

Attendance

Students have enrolled in the School of Nursing primarily to meet the program objectives. The course offerings, carefully planned with many considerations in mind, are the most expedient route and means for achieving the objectives.

Students and faculty both want to meet course commitments. The School emphasizes the *experiences* which a student should have in order to complete a course successfully, rather than *the amount of time* allowed for absence. It is to be expected that some circumstances will intervene to prevent attendance on some occasions; or circumstances of importance to the individual will arise, and a decision to attend or plan to miss appointments will be made. It is to be expected that students will, at times, be absent and, if possible, will make a plan with the instructor beforehand.

Development of social, academic, and professional responsibility is accomplished through experience with choices. The ability to make responsible choices comes in part from accepting the positive and negative consequences of one's own decisions. The essence of the program for which professional experi-

ences have been planned is recognition of one's responsibility to and for others, as well as self.

The planned sequential theory and clinical content is based upon *consistent* participation in the program. Prolonged or frequent absence from classroom or clinical assignment may prevent a student from meeting objectives. The consequences are seldom immediately apparent. Certain absences, like illness, cannot always be planned. Regardless of the reason, absence means loss of experience.

Instructors will state criteria for the successful completion of each course. When a student's absence interferes with the ability to meet course requirements, the faculty of that teaching area will assess the situation and determine which, if any, additional or substituted experiences the student may need. When the loss of experience necessitates the student's withdrawal from the School, the faculty determines the eligibility and the date of the student's return, his/her privilege of proceeding with his/her class in the School, and the method of meeting course requirements.

Vacations

Students have a designated number of weeks of vacation each year at times determined by the curriculum

plans and overall program. The vacation periods for the School years 1977-1979 are as follows:

Freshmen

Two weeks at Christmas time, one week in February, one week in April or early May, six consecutive weeks in the summer.

Juniors

Two weeks at Christmas time, two weeks in February, one week in late April or early May, seven consecutive weeks in the summer.

Seniors

Two weeks at Christmas time, Commencement in June.

Withdrawals

Students wishing to withdraw are requested to submit a letter of resignation to the Director of the School of Nursing, and arrange a Termination Interview with the Director of the School or a Coordinator. It is usual that the student will have discussed this with his/her family and some member of the faculty such as a Coordinator, Counselor, Faculty Advisor, Instructor or Chairman of Student Health.

The faculty may request the withdrawal of students who fail to meet the course requirements in class or clinical practice at the end of the course or term or at the end of a suitable period of guidance and evalua-

tion. Students may also be requested to withdraw for failure to meet acceptable standards of health, personal integrity, and School citizenship.

The faculty of the School of Nursing reserves the right to determine which students shall be eligible for re-admission. The decision to re-admit a student is made by the faculty after consideration of the individual circumstances and a review of the student's cumulative record and personal qualifications which might indicate suitability for and success in the program. Depending on the individual circumstances and the length of time elapsed between leaving the School and re-admission, special arrangements for review, for tutoring, or for repeating certain parts of the program will be made. The time when a student may re-enter is determined by the faculty on the basis of experiences required and the times when these experiences are offered.

Evaluation, Advancement, Graduation

Evaluations of progress by the faculty and by the student are an integral part of the program, and are viewed as a means of guiding the student in the attainment of School objectives.

Various methods of evaluation include observation and rating of students in various phases of the program, teacher-made tests, projects, term papers, oral

reports, clinical experience reports, National League for Nursing Standardized Achievement Tests, conferences with instructors and faculty advisors, and the student self-evaluation, which is written in conjunction with each clinical experience. In this way, students can be and are expected to be aware of their standing in the School and seek assistance from instructors or faculty advisors as necessary. Each student's progress is reviewed at the end of every quarter. Course grades are announced at the end of the quarter or term in which the course is completed. A grade report is sent to the students at the end of each marking period. Parents or guardians may be supplied with a progress or grade report in accordance with School policy.

The standard of grading adopted by the School is as follows:

A Outstanding	4 grade points
B Good	3 grade points
C Satisfactory	2 grade points
Below C	0 grade points

The cumulative average of all grades is expressed in quality points which are weighed according to the number of hours in each course. An average of 2.0 quality points, with demonstration of acceptable personal standards of integrity and good citizenship and achievement in meeting program objectives is required for graduation. Students advance from year to year as they satisfactorily meet course requirements, complete requisite courses, demonstrate ability in

nursing, meet School obligations, and in the opinion of the faculty, are personally fitted to assume the responsibilities of the registered nurse.

Students who fail to meet the School's standards may, at any time during the program, receive a Letter of Warning or be recommended to withdraw. The Letter of Warning is the method used by the faculty to keep a student informed when there is concern about the student's academic-clinical performance in the School.

Educational Records

The Massachusetts General Hospital School of Nursing complies with the regulations of the General Education Provisions Act (PL 93-380) (The Buckley Amendment) in maintaining the educational records of enrolled students and alumni. Information relative to the Act is distributed to entering freshmen prior to First Term Registration and information is available to applicants upon request.

STUDENT PERSONNEL SERVICES

The Student Personnel Services is aligned with the curriculum to provide a broad program of services, activities, and developmental opportunities to a varied student population. The on-going needs and interests of students are evaluated to ensure a program which is both meaningful and current for groups of students as well as the students as individuals.

Each member of the School of Nursing community contributes to the overall development of students by collaborating in a positive manner to educate, direct and guide them in structured educational settings as well as the varied non-academic aspects of student life. Additionally, it is expected that students will assume an active role in their own professional and personal growth and share in the development of their peers.

Counseling Services

Members of the Counseling Services believe that entering a professional nursing program presents a unique adjustment for each student depending on his/her age, life experience, previous academic achievement and his/her social supports. Counselors are available to assist students with academic and interpersonal pressures, family and marital conflicts, vocational planning, and other professional/personal concerns. Counselors maintain confidentiality when working with students and their personal concerns.

Health Services

The student is encouraged through sound practices in daily living to maintain and improve his/her own health, and to share in the responsibility of protecting the health of himself/herself and others.

Health care for Massachusetts General Hospital School of Nursing students is coordinated and managed with a high degree of continuity and individualized care and attention. The clinic is open to students five days per week. An Adult Nurse Practitioner coordinates services with School Physicians, who are also members of the Hospital Medical Staff, and are present in the clinic one hour per day.

The services provided in the Student Health Clinic include general health surveillance, health maintenance, preventive care, care of minor acute problems, and arrangements for referral of those health problems requiring either more extensive services, specialized services, and/or hospitalization.

Physical examinations and chest X-rays are scheduled for all incoming freshmen and as necessary throughout the School program. Guidance and teaching in the promotion of positive health habits are central in providing student health care.

Due to the cost of medical care, all students are

required to carry hospital insurance. They may enroll in the Student Nurse Group Blue Cross/Blue Shield plan which carries a Master Medical Clause. Students may be covered by family health plans, but should be sure that their coverage is adequate to cover hospital costs as the School accepts no financial responsibilities for hospital costs.

Residences

Living accommodations, with limited kitchen facilities, are provided for students who wish to live in Residence. Single and suite accommodations are available.

Commuter Students

Students living out must have a telephone in their place of residence.

Lounge and limited kitchen privileges are provided for students who commute.

Dining Facilities

The General Cafeteria serves meals every day. Coin operated vending machines for snacks and beverages adjoin the Cafeteria. The Coffee Shop is open weekdays, except holidays, from 10:00 A.M. to 7:00 P.M.

Extra-Curricular Activities

The School sponsors activities and cultural pursuits

which contribute directly to the student's personal, social and professional growth.

The Student Nurses' Cooperative Association is the official organization of the student body. SNCA serves as the voice of the student body to the School and the Hospital, promotes participation in student nursing government on the state and national level and sponsors an activities program for the student body.

The SNCA officers, along with the student state representatives, class officers, and faculty advisors, regularly meet to discuss affairs pertinent to student life.

Before entering the School, each freshman receives letters of welcome from his or her big and middle sister or brother, a senior and junior student, respectively. These students are available to offer friendship and assistance to the new student in making an adjustment to the School and dormitory.

Marriage

Students planning to be married should notify the Executive Office Assistant in order to update the permanent school record.

POLICIES AND PROCEDURES

Students receive copies of the major policies which they are expected to observe. In addition to the individual distribution of policies, students may utilize the information compiled in the Student Handbook. The Handbook is updated annually and copies are located in 15 key areas of the School, which include the Palmer-Davis Library, student residences, as well as with each class secretary, and the President of the Student Nurses' Cooperative Association.

Policies governing student housing have been developed cooperatively by students and faculty. The *Student Privileges and Residence Policies* are distributed to all students and incoming freshmen. This policy statement is available to applicants upon request. Students and applicants are advised to acquaint themselves with the residence policies in determining their selection of on-campus housing. Only those students who support the policies should accept on-campus housing.

Infractions of the *Student Privileges and Residence Policies* are reviewed by the Dormitory Board of the Student Nurses' Cooperative Association with the exception of serious abuse as stated in the policies which may be reviewed by the Residence Staff and referred to the Executive Committee of the School.

Those grievances of students which pertain to educational concerns are channelled and referred to the Executive Committee of the School. Students are encouraged to recommend and participate in a grievance procedure compatible with that proposed by the National Student Nurses' Association. Formalization of the latter is in process.

PROGRAM OF INSTRUCTION

Each year of the program, while building upon preceding experience and contributing to the overall professional and personal growth of the student, presents new opportunities for learning and has certain unique features. Classroom instruction, demonstrations, field trips, conferences and opportunities to participate in the care of patients are included throughout.

The program is planned so that orientation and foundation courses in sciences and nursing come first. Nursing courses gradually introduce students to health needs of people and help them to recognize and accept their position as a member of the health team in this Hospital, other agencies and broader communities in which they will function as graduate nurses. Nursing courses help the student and teacher together to explore and participate in patient care situations of varying complexity and to progress from situations involving less responsibility, judgement, critical thinking and decision making to more complex situations.

A wide variety of experience is planned within the Hospital and other community agencies. Such a program, with its out-of-class assignments and expected preparation and study, implies the two-fold responsibility of the student, that is to make a personal contribution to nursing as well as to gain educationally from it. Teaching methods vary from course to course, as do the number of students in a class section. Small group teaching is provided in conferences, seminars and laboratory sessions, while lecture periods accommodate larger numbers of students in one session. In the freshman year, students begin with the study of

the sciences, physical, biological, and behavioral. At the end of the first three quarters, each student should have acquired a basic core of chemistry, anatomy and physiology, microbiology and nutrition. In the behavioral sciences, there are observations, study and discussions relating to the community which the Hospital serves and to various social institutions and social and cultural factors affecting health, attitudes and behavior. Nursing is taught concurrently with the sciences. For a few hours each week, there are planned experiences in patient care areas devoted to considering responsibilities for maintaining and pro-

moting health as well as learning to apply science and nursing knowledge to the care of those who are ill. Experience with patients begins with the ambulatory patient and progresses to the moderately ill in the first six months. The second semester is devoted to the study and care of adults with medical and surgical disorders. The study of Human Behavior begins when the schedule changes to allow for more experience in the clinical setting. For two days each week, students are assigned to units where a nurse instructor continues to be available and to guide student learning. Both theory and practice are correlated in every assignment and the clinical laboratory is an integral part of each nursing course. The student learns to focus not only on the needs of the hospitalized patient, but also on the relationship of his illness to the patient's background and experience before entering the Hospital, and resources for meeting his continuing health needs once he leaves the Hospital. Pharmacology, pathology and nutrition care are included in all clinical nursing courses.

The second year provides classes and clinical experiences in four special areas of nursing. Maternal-Child Nursing is an integrated course: experiences in the

delivery of infants, the care of new mothers and babies and the care of women with conditions related to the reproductive system are provided at the Boston Hospital for Women. Experiences in the Nursing of Children are provided at MGH. McLean Hospital, a division of the Massachusetts General Hospital, is a teaching hospital for Mental Health Nursing. The special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs. Experiences in the care of the ambulatory patient and an introduction to operating room nursing are also provided in the second year. At the beginning of the third year, the women receive the senior cap and the men receive a silver bar. The third year is a period during which emphasis is placed on increasing depth of knowledge and skill in contrast to the first and second year where emphasis was on acquisition of knowledge, new techniques and attitudes. Therefore this year is planned with objectives which differ in scope and direction and experience, which make greater and different demands on the student in terms of self-motivation, knowledge, skill and responsibility.

Typical Program

	Course Hours	
	Theory	Clinical
First Year		
Introduction to Group Dynamics	20	
Anatomy and Physiology	88	
Chemistry and Mathematics	83	
Microbiology	42½	
Nursing	186	350
Social Backgrounds for Nursing	53	
Human Behavior	42	
Nutrition	57	
Dimensions in Nursing	10	
Second Year		
Maternal-Child Nursing	176	437
Mental Health Nursing	80	170
Nurse's Role in Ambulatory Health Care	50	120
Operating Room Nursing	64	109
Third Year		
Group Dynamics	16	
Professional Adjustments	35	
Nursing III	128	687

COURSE DESCRIPTIONS

First Year

Dimensions of Nursing (Nursing 101)
An exploration of philosophies, perceptions, and definitions of nursing and their significance for the public; for the preparation, roles, and functions of nursing personnel, and for other members of the health team. The dynamic and evolving nature of nursing is considered. Some areas of change and issues concerning nursing and nursing education are identified.

The development, application, and interplay among principles and codes of ethics, standards, and certain institutional policies and government regulations are considered. Basic principles of nursing jurisprudence are discussed.

Miss Petzold

Social Science 151: Introduction to Group Dynamics
A seminar which is held during the first term of the first year. The purpose is to foster personal and professional growth during the student's first exposure to the opportunities and demands of becoming a nurse.

Growth in personal emotional maturity is related closely to the development of professional identity. The seminar provides assistance with both experiences unique to nursing and the more general problems of growing up which are shared with other young people.

Bio. Sc. 111, 112, Anatomy and Physiology
An integrated study of histology, anatomy and physiology of the normal human body. Although normal structure and function are emphasized, illustrations of possible abnormalities are mentioned whenever appropriate. Individual laboratory experiences relate directly to class discussions and include dissections of fresh and preserved specimens. The course is structured to permit students to acquire a useful and accurate scientific vocabulary and to correlate scientific principles with clinical nursing.

Miss Gibbons and Assistant

Bio. Sc. 121, 122, Microbiology
The microbiology course consists of two parts. Part I includes classroom and laboratory experiences and is a general study of the morphology, physiology, immunological properties, infectious processes, transmission and the control of microorganisms. Part II of the course builds upon the foundation of the first part and is a study of specific pathogens and their relation to health and disease. The student acquires scientific information which is fundamental to nursing care, aseptic technique and his/her own health.

Miss Gibbons and Assistant

Phys. Sc. 141, 142, Chemistry
Basic chemical principles such as atomic and molecular structure, acidbase chemistry, gas laws, kinetic-molecular theory and a study of those functional groups which are prerequisite for biochemistry are considered. Topics in biochemistry include: chemistry and metabolism of carbohydrates, fats and proteins; homeostatic mechanisms of fluid, electrolyte and acidbase balances; and diagnostic laboratory tests. Lectures and laboratory.

Miss Hablanian and Assistant

Basic Mathematics
A sub-unit of chemistry. A brief review of arithmetic and simple algebraic concepts necessary for solving problems in the administration and preparation of medications. The metric system, the apothecaries' system, pharmacological terminology and approved abbreviations are included. Students must demonstrate adequate proficiency in pharmacological calculations in order to advance in the nursing course. Lectures and laboratory.

Social Science 161: Social Backgrounds for Nursing
By means of a series of personal and vicarious experiences, the student becomes aware of some existing social conditions and their emotional implications. The importance of culture—the learned ways of feeling, thinking and behaving—in determining methods

of meeting universal needs for the student as well as for the patient is emphasized. In becoming aware of the cultural traits and patterns of others, the student may become further aware of his/her own cultural background.

Miss Sherwin

Bio. Sci. 131, 132: Nutrition

Nutrition is divided into two final courses with a final grade for 131 at the end of the first term, and a grade for 132 at the end of the second term. Successful completion of Nutrition 131 is necessary for successful completion of Nutrition 132.

The focus is on the scientific knowledge of nutrition that is needed by nurses functioning in an acute care hospital. Nutrients are studied in relationship to both normal adult needs and for people whose conditions require dietary modifications. As the nutrients and food sources are considered, the student's own intake, as a normal adult, is analyzed and evaluated. Patient care reports serve as the basis for comprehensive consideration of dietary modifications when some part of the body is not functioning normally.

Emphasis is placed on the ability to apply knowledge of nutrition to both patient care and analysis of current nutrition information as used by patients and families.

Mrs. Fleming and Assistant

Nursing 171, 172

Utilizing principles from the biological, physical, and social sciences, a program of correlated theoretical and clinical laboratory experiences enables the student to plan, implement, and evaluate nursing care for adult patients with common medical-surgical disorders.

Principles of basic nursing skills, patho-physiology, pharmacotherapeutics and medical and surgical intervention are incorporated in the development of nursing interventions for comprehensive plans of patient care.

Crises intervention in promoting adaption to need alterations is the format utilized to focus on the role of the nurse in caring for patients with selected conditions (representative of conceptually developed problems) appropriate to a beginning medical-surgical nursing experience.

Miss Brady, Mrs. Sipe and Instructors

Social Science 162: Human Behavior

A study of behavior, a series of efforts to satisfy universal needs, emphasizing normal emotional and social development from infancy through the life cycle. Through exploration of situations in classroom, in clinical area, and elsewhere involving interpersonal relationships, the course demonstrates principles of behavior and mechanisms of defense in operation.

Miss Sherwin

Second Year

Nursing 280: Maternal-Child Nursing

A twenty-week course designed to assist the student in developing a philosophy, an appreciation and an understanding of the health needs of mothers, infants and children. The course content emphasizes the family as the major unit of our society. The course includes the normal growth and development of the child from conception through adolescence and the

care of the well and ill child. Also incorporated into the course is the care of the woman with conditions related to the reproductive system with particular emphasis on the maternity cycle. The nurse's role in the promotion of health and in the treatment of illness is stressed. Discussion is planned to consider the emotional, cultural, socio-economic, nutritional and health teaching factors pertinent in maintaining family health. There are planned observations at community facilities related to Maternal-Child Health. Planned instruction is correlated with supervised clinical practice.

Miss Mahoney and Instructors

Mental Health Nursing – Nursing 290

A ten-week course which focuses primarily upon the experience of the student as he/she utilizes developing skills, knowledge and understanding in his/her relationships with individuals, groups, families and co-workers. Through frequent conferences and written accounts of his/her interactions, the student has opportunities to identify perceptions and feelings in planning, implementing and evaluating his/her approaches.

The student develops an understanding of psychosocial adaptation as it relates to biological factors, growth and development, and family and community networks with particular emphasis on maladaptive reactions to stress.

Discussions with guest speakers from other disciplines as well as field trips to hospitals and community agencies increase the student's awareness of the variety of approaches to the promotion of mental health.

Mrs. Ratney and Instructors

Nursing 2(11)0
Nurse's Role in Ambulatory Health Care
A five-week course planned to introduce the concepts of community organization, community health, and community health nursing in various settings. The theoretical content is correlated with clinical experiences, home visits, field trips, and observations at selected community health nursing agencies. The focus is upon meeting the needs of the ambulatory patient through utilization of health team members, identification of community resources, and development of plans to implement continuity of care.

Mrs. Powers and Instructors

Nursing 2(10)0
Nursing Care of the Patient in Surgery
A five-week course planned to present the Operating Room experience as an integral part of the nursing care of the patient who has had surgery. The course is

designed to further the student's understanding of the role the operative procedure plays in the total care of the surgical patient with emphasis on the application of the principles of aseptic technique in rendering this care. Theoretical content is correlated with clinical experience in the areas of general orthopedic, urological, neurosurgical, gynecological, plastic, pediatric, thoracic and cardiovascular surgery.

Miss Cahill, Miss Boswell and Miss Dutka

Third Year

Social Science 351: Group Dynamics

Through group discussion conducted by professional leaders, these seminars in human relations facilitate self-growth and the development of a sense of professional identity crystallized by the senior year experiences.

Nursing 301, 302: Professional Adjustments

This course has three units. Units I & III are intended to develop a perspective of nursing in the framework of present-day society and social trends; to explore practices and attitudes which at various periods have affected the sick and their caretakers; and to explore the development, changing structure, and purposes of nursing organizations, issues and trends in relation to nursing, legal considerations and legislation pertaining to nursing.

In the second unit, the student explores opportunities available to the new graduate, professional requirements for readiness to assume the graduate nurse role, employer-employee expectations, and pertinent factors related to job procurement and satisfaction, and continuing education.

Miss Sherwin, Miss Petzold
Miss Mahoney and other Instructors

Nursing 371, 372

Nursing III consists of two courses, 371 and 372. Course I extends over a nineteen-week term, which is subdivided into two sections: the first nine weeks and the second ten weeks. Course II extends over an eighteen-week term, subdivided into two sections of nine weeks each. There is a two-week vacation during Nursing 371 (Christmas-New Year).

Learning experiences will be provided in the following areas: (1) Medical, (2) Orthopedic, (3) Surgical, and (4) Neurological. These experiences will enable the student to assess, plan, administer and evaluate nursing care for adult patients. Emphasis is placed on increasing depth of knowledge and skill as he/she moves progressively toward the level of independence expected of a nurse generalist.

Mrs. McMahon and Instructors

CALENDAR.

Registration, Seniors, Juniors
Tuesday, day after Labor Day

Registration, Entering Freshmen
Monday, week after Labor Day

Senior Capping
Early September

Holiday
Columbus Day

Convocation
Ether Day Week

Holiday
Veterans' Day

Holiday
Thanksgiving Weekend

Holiday
Christmas Week

Holiday
New Year's Week

Holiday
Washington's Birthday

Registration, all students
February

Family Day, Juniors
Early Spring

Holiday
Patriot's Day

Holiday
Memorial Day

Graduation
Early June

Holiday
Independence Day

Freshmen Terms Begin
September, February

Junior Terms Begin
September, February

Senior Terms Begin
September, January

VACATIONS (tentative schedule)

Freshmen	Christmas-New Year	2 Weeks
	February	1 Week
	April or May	1 Week
	Summer	6 Weeks
Juniors	Christmas-New Year	2 Weeks
	February	2 Weeks
	April or May	1 Week
	Summer	7 Weeks
Seniors	Christmas-New Year	2 Weeks

Student residences may be closed on Holiday weekends, and will be closed during vacation weeks at Christmas, New Year's and Summer.

Massachusetts General Hospital
School of Nursing
Boston, Massachusetts 02114

STUDENT CONSUMER INFORMATION

Availability of nursing positions throughout the U.S. indicates there are shortages in some areas of the country. While some states indicate no particular shortage, the Massachusetts General Hospital School of Nursing is often contacted by individual hospitals and agencies for recruitment of graduate nurses within the states where no particular shortage is noted.

According to the June Issue of *Nursing 1977*, "Career Guide", (Page 81-97) the following states report shortages of Registered Nurses:

Arkansas
California (southern area)
Georgia
Idaho
Illinois
Louisiana (particularly New Orleans)
Maine
Maryland
(Baltimore only)
Michigan
Mississippi
North Carolina
Rhode Island
West Virginia

Particular shortages exist in the rural area of the following states: Iowa, Kansas, Kentucky, Minnesota, Missouri, Nebraska, North Dakota, Oregon, South Dakota and Tennessee.

Nursing 1977 also indicated vacancies exist in many of the Veteran's Administration hospitals, for example, there should not be a long delay in getting hired in Philadelphia, Los Angeles, and in San Francisco (p. 89).

Salaries according to *Nursing 1977* are highest in New York City and in parts of California. The highest starting salary by region is in the Pacific States which is $5.62 per hour. The lowest beginning salary is in the South Atlantic States at $4.48 per hour. The lowest individual salary is $3.68 per hour in Idaho and the highest is $6.92 per hour in New York City.

Some specific statistics were collected through a pre-graduation questionnaire completed by members of the Massachusetts General Hospital School of Nursing, June 1977 graduating class and through the Massachusetts General Hospital Personnel Department. The data indicates two-thirds of the class are earning beginning salaries which range from $178.00 - $226.20. With the higher number earning $203.00 per week, or $5.075 per hour. The latter hourly rate is consistent with the figures reported by *Nursing 1977* for beginning graduate nurses in New England.

Further information shows that 50% of the class sought and obtained employment at the Massachusetts General Hospital. Geographic locations chosen by the graduates of 1977 for full time employment included the following states:

Connecticut	Maine	Massachusetts
Florida	Maryland	Pennsylvania
Rhode Island		Southern USA (Vista Employed)

Approximately 9 of the graduates chose temporary employment in Maine and Massachusetts for a period of 2 - 5 months duration before beginning permanent positions. From the 88 students graduating, 14 did not respond to the questions related to career and/or educational plans.

More definitive information is available in the *Nursing 1977* report and further information regarding Massachusetts General Hospital School of Nursing graduates can be made available. Members of the faculty do provide career and educational counseling to students. The School maintains an office which houses career and employment data regarding opportunities for positions in nursing. In the third year of the program, senior students take the Professional Adjustments course which includes classes entitled "Expanding Opportunities for Graduates of Diploma Programs". Additionally, the School annually participates in a program which students may attend to interview with nurse recruiters from Massachusetts and many other geographic locations in the U.S.

DATA REGARDING STUDENT RETENTION

The data presented pertains to student retention for the three most recent classes of students that enrolled and graduated from the School.

The information as documented follows the progression of each class of students from the point of enrollment into Year I to graduation three years later. The figures represent: the number of students originally enrolled into Year I; the number of students remaining at the end of Year I; the number of students subsequently enrolling and remaining at the end of Years II and III; and the number and percentage of students (from the number of students entering three years previous) graduating from the School.

Class Graduating 1977

Students Enrolled*	Year I	Year II	Year III
Beginning of School Year	127	97	98
End of School Year	94	91	94
Retention Percentage	70%	89%	96%

Number Graduating 95
Starting & Graduating from Program 75%

Class Graduating 1976

Students Enrolled*	Year I	Year II	Year III
Beginning of School Year	129	100	93
End of School Year	99	89	78
Retention Percentage	72%	89%	84%

Number Graduating 79
Starting & Graduating from Program 61%

Class Graduating 1975

Students Enrolled*	Year I	Year II	Year III
Beginning of School Year	133	101	96
End of School Year	106	99	98
Retention Percentage	76%	98%	98%

Number Graduating 98
Starting & Graduating from Program 73%

*All figures include students with irregular programs who have reentered the School at varying times, and for varying durations, following interruptions in their course of studies. Graduating figures also include irregular students completing the program.

Massachusetts General Hospital School of Nursing

STUDENT FINANCIAL AID INFORMATION

The following information is intended to inform applicants and students of the available financial assistance programs at The Massachusetts General Hospital School of Nursing and the required application procedures. This information should be used as a guide. In addition, financial aid counseling is sometimes helpful in exploring all resources which may be available for educational needs. The individual to contact at The Massachusetts General Hospital School of Nursing for further information is:

Student Financial Aid Officer
Massachusetts General Hospital School of Nursing
32 Fruit St.
Boston, MA 02114
(617) 726-3140

The purpose of the School's financial aid program is to provide financial assistance to students who, without such aid, would be unable to pursue an education at Massachusetts General Hospital School of Nursing.

PROGRAMS OF FINANCIAL AID

ADMINISTERED BY MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

AID PROGRAM	SOURCE OF FUNDS	ELIGIBILITY	AWARD PROVISIONS
BASIC EDUCATIONAL OPPORTUNITY GRANT (BEOG)	U.S. DHEW Office of Education	Undergraduate students, (exclusive of students who have earned a bachelor's degree or who have received four years of BEOG funding) who show exceptional financial need are eligible for consideration. The student must apply for this grant directly to the Basic Grants Program. In return he/she will receive a Student Eligibility Report which is forwarded to the school and processed.	Basic Grants require no repayment. Awards range from $200-$1400 depending on family income and cost of education. Basic Grants are designed to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education.
SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)	U. S. DHEW Office of Education	Undergraduate students, (exclusive of students who have earned a bachelor's degree or who have received the maximum in SEOG grants) who show *exceptional* financial need (family contribution $\leq$ ½ Total Cost of Attendance) are eligible for consideration.	SEOG grants require no repayment. Awards range from $200-1500 per year, not to exceed the established maximum. If selected to receive an SEOG, the MGH SON must provide the student with additional financial assistance at least equal to the amount of the grant, *and* the student must accept it.
NURSING STUDENT SCHOLARSHIP (NSS)	U. S. DHEW Public Health Service Health Manpower Branch	Applicants who show *exceptional* financial need are eligible for consideration.	NSS requires no repayment. The maximum amount a student may receive is $2,000 per year, however, MGH SON level of funding reveals a more realistic figure of $400 per year.
MASS. GENERAL HOSPTIAL SCHOOL OF NURSING SCHOLARSHIP	Donations from Alumni and Friends	Applicants who have established financial need will be eligible for consideration.	There are no predetermined award provisions for School of Nursing Scholarships.

AID PROGRAM	SOURCE OF FUNDS	ELIGIBILITY	AWARD PROVISIONS
NURSING STUDENT LOAN (NSL)	U. S. DHEW Public Health Service Health Manpower Branch	Applicants who have established financial need will be eligible for consideration.	NSL is a 3% loan which requires repayment. However, no interest accrues while attending school and repayment begins 9 months after graduation or withdrawal from the school with a 10 yr. repayment schedule. In addition, up to 85% cancellation is possible for graduates when employed full-time as registered nurses in a public or non-profit private agency, institution, or organization. The maximum amount is $2500/yr., however, MGH SON level of funding reveals a more realistic figure of $1000/yr.
COLLEGE WORK-STUDY (CWS)	U. S. DHEW Office of Education 80% Employer 20%	Applicants who have established financial need will be eligible for consideration.	The amount of an award is based on the student's need for financial assistance, class schedule, health, and academic progress. Such an award provides a student with the opportunity to earn a portion of educational expenses. Employers are the Mass. General Hospital and the School of Nursing.

All U. S. DHEW programs require U. S. citizenship or permanent residency, and satisfactory academic progress for consideration.

All aid programs administered by the MGH SON Financial Aid Office are done so based on an "Equity Packaging Model". This model is designed to assist students with grants and loans in order to meet the *direct* costs of education (tuition, fees, room and health insurance) at the School of Nursing. For more detailed information about this model or other financial aid policies, please contact the Financial Aid Office. (617) - 726-3140

Policy of the Financial Aid Committee

Financial aid is awarded to eligible applicants based solely on financial need. Financial need is determined by subtracting the family's total resources available for education from the *total* yearly cost of attendance at the Massachusetts General Hospital School of Nursing.

If a family's total resources available for education does not exceed the *direct* costs of attendance (tuition, fees, room and health insurance), the student applicant will be considered for grants and low interest loans to assist the family to cover these costs. In order to assist the family to meet the non-direct costs of attendance the student may be eligible to participate in a work program and/or the Guaranteed Student Loan Program.

If a family's total resources available for education exceeds the direct costs of attendance, the student applicant may be eligible to participate in a work program and/or the Guaranteed Student Loan Program.

A family's total resources available for education from income, assets, and/or outside sources are determined by a need analysis system approved by the U.S. Commissioner of Education. The family of a student is expected to make a maximum effort to assist the student with educational expenses, and assistance from the School of Nursing and other sources should be viewed only as supplementary to the efforts of the family. Because funds are limited, applicants cannot anticipate receiving aid beyond their direct School costs.

1. Application Procedures
   A. The application procedure must be completed annually in order for the student to be considered for assistance for each academic year.
   B. The following forms must be submitted to the School of Nursing Financial Aid Office by the April 30th prior to the year for which the student is requesting assistance:
      1. The School of Nursing Financial Aid Application.
      2. A notarized copy of Parent's and/or Student's Income Tax Form 1040 for the calendar year prior to the academic year for which the student is requesting assistance. NOTE: NOTE: Please submit items 1 and 2 together.
   C. The following forms must be submitted to the appropriate addresses by the March 1st prior to the year for which the student is requesting assistance:
      1. Financial Aid Form (FAF) - the FAF is a financial statement which must be completed by both parents and the student applicant. The Massachusetts General Hospital School of Nursing Code # is 3513 and must be indicated on the FAF before it is mailed to the College Scholarship Service. Massachusetts residents are encouraged to apply for the Massachusetts State Nursing Scholarship Program, and should indicate the code # 0558 on the FAF.
      2. Basic Educational Opportunity Grant (BEOG) - Within six weeks after the BEOG Application is mailed to P.O. Box B, Iowa City, Iowa, 52240, the applicant will receive a Student Eligibility Report (SER). The SER must be forwarded to the Financial Aid Office by April 30th.

         NOTE: Applicants may be able to apply for the BEOG through the Financial Aid Form (FAF), thus eliminating the BEOG Application. The FAF should be carefully reviewed for this option.

D. Availability of Forms

The School of Nursing Financial Aid Application, FAF and BEOG application are all available at the Student Financial Aid Office.

Income Tax Form 1040 or 1040A - Applicants and/or Parents should make a photo copy of the original form that is sent to the Internal Revenue Service and have it notarized.

E. When *all* items in B and C are received by the Student Financial Aid Office, the applicants will be notified.

II. Rights and Responsibilities of Students Receiving Financial Aid

A. Continued Eligibility for financial aid depends on:

1. Annual Application – The application procedure outlined in this section must be followed annually in order to be considered for assistance.
2. Demonstration of financial need – All families receiving assistance must demonstrate financial need at the level required by individual programs and by the School of Nursing Financial Aid Policy.
3. Achievement of Satisfactory Progress in the educational program – For purposes of Financial Aid, a student is achieving satisfactory progress if she/he is allowed to continue in the program. However, because funds are limited, students required to repeat any courses will be considered for financial aid only after those students who are progressing in the program are considered.

B. Payment of Awards

1. Students receiving grants and/or low interest loans through the Financial Aid Office will receive check(s) in the amount of each award specified for the term (2 terms per year) on registration day. This procedure allows the student to receive awarded monies and pay required tuition, fees, room and health insurance charges (as applicable) in one transaction.

C. Nursing Student Loan Information

1. Loans offered in a Financial Aid Package are Nursing Student Loans which carry an annual interest rate of 3%. However, interest does not accrue on the loan and repayments are not required until nine months after the student either graduates or becomes less than a half-time student. For your information, a sample repayment schedule is provided below. The amount of the loan is $1000 and should be repaid over ten years with annual payments.

Payment No.	Loan Principal	Net Interest	Principal Payment	Total Payment
1	$1,000.00	$ 30.00	$ 100.00	$ 130.00
2	900.00	27.00	100.00	127.00
3	800.00	24.00	100.00	124.00
4	700.00	21.00	100.00	121.00
5	600.00	18.00	100.00	118.00
6	500.00	15.00	100.00	115.00
7	400.00	12.00	100.00	112.00
8	300.00	9.00	100.00	109.00
9	200.00	6.00	100.00	106.00
10	100.00	3.00	100.00	103.00
		$165.00	$1,000.00	$1,165.00

2. In addition, up to 85% cancellation of a loan may be possible for graduates when employed full-time as registered nurses in a public or non-profit private agency, institution, or organization. In order to receive the full 85% cancellation, the graduate (R.N.) must be employed full-time for 5 years.
3. The Nursing Student Loan Fund is a revolving fund. The School of Nursing's ability to lend to current students depends upon the repayments by previous recipients.

ADMINISTRATION AND FACULTY

Advisory Council to the School of Nursing

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Miss Helen C. Belcher
Miss Alice M. Dempsey
Mrs. Harris Fahnestock
Mrs. Casper Ferguson
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Miss Helena T. McDonough
Mrs. David H. Morse
Miss Eleanor Murphy
Mr. Ronald S. Nichols, ex officio
Miss Joanne O'Brien
Mrs. Oliver Oldman
Miss Natalie Pezold
Miss Marguerite M. Ryan
Dr. Charles A. Sanders
Mrs. Elizabeth D. Sheehy

Honorary Members:

Mrs. Henry Bigelow
Mrs. Lloyd D. Brace
Mrs. W.K. Jordan

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Elizabeth Kilcoyne B.A., Worcester State College	Student Financial Aid Officer
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Frank White Rhode Island School of Design	Administrative Assistant

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